

THE CCWH NEWSLETTER

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 NEWSLETTER FOR THE COORDINATING COUNCIL FOR WOMEN IN HISTORY

A MESSAGE FROM CO-PRESIDENT EILEEN BORIS: THE MEMPHIS MEETING OF THE OAH

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These are difficult days for those of us committed to social justice: assaults on civil liberties, packing of the courts with anti-woman justices, the ascent of Empire, conduct of seemingly permanent war, deliberate increases of inequality through tax cuts, and cutbacks of education budgets. But at the Memphis meeting of the Organization of American Historians, the hope of struggle burst forth as historians joined with the April 4th Foundation to commemorate the life of Dr. Martin Luther King Jr.. Along with other women historians, including Kathryn Kish Sklar, Leslie Reagan, Sue Englander, and Marjorie Wheeler, I marched with AFSCME (American Fed-

eration of State, County, and Municipal Employees) and community members from the historically black LeMoyne-Owen College to Mason Temple, church of God in Christ, the site of King's "I've Been to the Mountain Top" final speech. The April 4th Foundation, a local Memphis group, works for economic and racial justice, promoting education and cross-class, cross-race collaboration. It was an inspiring event, made more so by the children lining the sidewalks where we strolled and the students joining us, with their signs against U.S. involvement in Iraq and in support of Florida farm workers. Like the world-wide surge of public opinion that filled the streets



Eileen Boris, Co-President

last February 15 to say no to war, like the globalization protestors since Seattle, linking the past with the present breathes life into the slogan, "another (continued page 7)

The following essay by Professor Maureen Reed is the second in a series of articles on parental leave policy at American universities and colleges. The series will include Professor Reed's personal experience, the range of policies that currently exist, recommendations for improving parental leave, and information about the Family Medical Leave Act.

PARENTAL LEAVE: FAMILY LEAVE IN THE NEWS

BY MAUREEN E. REED

When Congress passed the Family and Medical Leave Act (FMLA) in 1993, U.S. women's historians knew they had witnessed a major turning point in federal labor legislation. FMLA recognizes that caring for new children or sick family members, work traditionally done by women, is important enough that employees should be able to do it without losing their jobs outside the

home. Today, FMLA guarantees that American employees of states, public agencies and large private businesses receive up to twelve weeks of unpaid leave, and the maintenance of health benefits, after the birth, adoption, or foster placement of a child, or during serious illness on the part of a worker or family member for whom the worker must care. As Representative Pat Schroeder noted

in her arguments for FMLA, its passage made it a little bit easier "to be both a good employee and a good family member." Since the leave FMLA guarantees is unpaid, the act remains something of a symbolic victory for American families. President Bill Clinton recognized this, and in 2000, he issued an executive action allowing states to use money from (continued page 3)

ORGANIZATION OF AMERICAN HISTORIANS' ANNUAL MEETING

BY RENEE ROMANO

The 2003 annual meeting of the Organization of American Historians, which took place in Memphis, Tennessee in April, drew on its location to bring alive the conference theme of "Social Justice and American History." With sessions at the National Civil Rights Museum, a very popular day-long civil rights tour of the Mississippi Delta, and numerous panels on the history of the black freedom struggle, the conference was a delight for those interested in African American history. There was also a great deal of interest to historians of women and gender. Many of the African American history sessions focused on black women's activism. In addition, woman's struggle for social justice received considerable attention, with sessions on the Women's International League for Peace and Freedom, Catholic women in the social justice movement, and the fight for reproductive rights, among

others. Indeed, so many panels addressed issues in women's history, gender, and sexuality that it would have been impossible to attend them all.

The organization's emphasis on teaching was reflected in a variety of panels focused on pedagogy and curricular issues. In a roundtable sponsored by the Committee on the Status of Women in the Historical Profession, scholars discussed the challenges of incorporating issues of gender and sexuality into survey courses without losing a sense of coherency in the class. All agreed that traditional narratives had to be radically expanded, if not discarded altogether, in order to make gender and sexuality central to the course material and to the ways we understand and think about American history. A lively group discussion with the audience focused on how to work with students who are uneasy about,

or resistant to, talking about issues of gender followed.

The Women's Committee also sponsored a lunch, featuring Mary Ann Mason of the University of California at Berkeley. Professor Mason discussed her current study of how family formation affects the career of young Ph.D.s. She has found that not only are women academics less likely to have children than male academics, but women who have babies early in their academic careers (within five years of receiving their Ph.Ds) are far less likely to receive tenure than men who have babies early in their careers. In nearly all of the disciplines, and at all different types of colleges and universities, there was at least a twenty percent gap in the tenure rate of women and men with early babies; men were tenured at about an 80 percent rate, while women were tenured at about a 60 percent rate (a rate

also significantly lower than that of women who had no children). Mason also has found that women with early babies are more likely to end up in part-time, non-tenure track positions. She uses these figures to argue for more family-friendly policies at colleges and universities, including advocating for parental leave policies that enable scholars to stop their tenure clock, part-time tenure track positions with reentry rights, and faculty support groups for dealing with family issues. The Women's committee is exploring whether to develop some kind of position paper for the OAH on these matters; we are also urging the OAH to develop a grant program to cover the cost of childcare at the annual meetings. Women's history may be thriving within the OAH, but women scholars still face extra hurdles in the academy and the profession.

INTERNATIONAL FEDERATION FOR RESEARCH IN WOMEN'S HISTORY TO HOLD FOURTH CONFERENCE

BY CHRISTOPHER CORLEY



Christopher Corley, Assistant Editor

The International Federation for Research in Women's History will hold its fourth conference at Queen's University in Belfast, Northern Ireland on August 11-14, 2003. The theme of this year's conference is "Women, Family, Private Life, and Sexuality." The CCWH serves as the representative national committee of scholars from the United States for the IFRWH. At present, twenty-nine other national committees exist, representing countries from Bangladesh to Brazil, and the IFRWH also has corresponding members in eleven other countries, including Iraq, Pakistan, and Venezuela.

The conference is one of the few opportunities -- other than the Berkshire Conference -- for

scholars who devote their research to women's history to gather and to discuss new and important issues in their fields. Prominent American historians, including many members of the CCWH, will certainly be well represented. The opening session on 11 August will feature papers by Judith Bennett (University of North Carolina) and Merry Wiesner-Hanks (University of Wisconsin-Milwaukee). Invited speakers include Eileen Boris (University of California-Santa Barbara) and Karen Offen (Stanford University). Nupur Chaudhuri (Texas Southern University), James Collins (Georgetown University), and Kriste Lindemeyer (University of Maryland) also are among the scholars presenting papers. In sum, 82 panels featuring new research

from nearly every geographic area and chronological period have been assembled for the four day event. The European Network for Historical Studies in Gender and Social Work will also hold a one-day program during the conference on 11 August.

The IFRWH was founded in 1987, according to its mission statement, "to encourage and coordinate research in all aspects of women's history at the international level, by promoting exchange of information and publication and by arranging and assisting in arranging large-scale international conferences as well as more restricted and specialized meetings." Select papers from
(continued page 5)

A MESSAGE FROM IFRWH PRESIDENT MARY O'DOWD

The International Federation for Research in Women's History/Federation Internationale Pour la Recherche en Histoire des Femmes was founded in 1987 to encourage and coordinate research in women's history at an international level. The Federation is an affiliated organization of the International Committee of Historical Sciences (CISH). Its membership consists of national committees and other associations of researchers in the field of women's history. There are currently over thirty national committees affiliated to the

Federation.

The main activity of the Federation is the hosting of regular international conferences. Previous conferences of the Federation have been held in Montreal, Melbourne and Oslo. The next conference of the Federation is in Belfast, 11-14 August 2003 and is being organized in association with the Women's History Association of Ireland.

The program for the Belfast conference is a mixture of invited speakers and panels chosen from a more general call for papers. The organizing committee was very pleased with the response to the call for

papers. It is very heartening in this time of international crises that we have been able to put together a truly international program that includes presentations from scholars from thirty nine countries located in five continents. The committee has also aimed to provide papers of interest to medievalists, early modernists and modern historians.

The best part of an international conference is usually the opportunity it provides to meet with scholars from different countries and a variety of intellectual backgrounds. The organizing committee has, therefore,

organized the program so as to leave as much time as possible for discussion. We hope that as many people as possible will contribute to panel discussions and that there will be plenty of time for scholars and researchers with similar interests to meet and talk.

Despite its notoriety for political conflict, Belfast has a reputation as a friendly city. The social program for the conference includes a reception and dinner at Belfast City Hall (the scene of a number of historical events in recent years) and historical tours of Belfast, including its pubs! We hope it will be an enjoyable as well as an informative conference.

PARENTAL LEAVE, CONTINUED FROM PAGE 1

unemployment insurance funds to offer paid leave to working parents. Unfortunately, no states took advantage of this program before late 2002, when President George W. Bush repealed this rule, citing economic crisis.

FMLA also has been under direct attack in recent months. In January 2003, the U.S. Supreme Court heard arguments in a case that jeopardized the act for 4.8 million American workers. The State of Nevada petitioned the court to throw out the portions of FMLA pertinent to state employees; a social worker sued the state after being denied FMLA leave to care for his ailing wife. Nevada maintained that FMLA unconstitutionally allows states to be sued through federal legislation, while lawyers for the social worker, as well as representatives of the Bush administration, argued that FMLA serves as civil rights legislation to which states must be held accountable. In late May, the Court reversed a trend of decisions favoring state governments by upholding state employees' right to FMLA leave. The 6-3

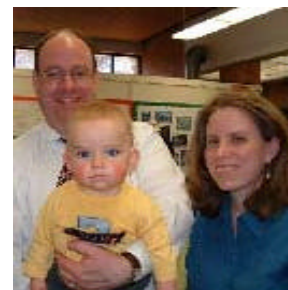
decision asserted the federal government's power to pass laws intended to prevent sex discrimination.

The fact that many predicted that the Supreme Court would decide against state workers in the recent FMLA case reveals that Americans remain undecided about the law's role in ensuring workers' ability to prioritize their families as well as their paychecks. In this way, the controversies surrounding FMLA serve as a useful introduction to the complexities surrounding parental leave in the academic workplace. American college and university employees have inconsistent options—and sometimes none at all—for suspending their jobs while they undertake the responsibilities of parenting a newborn or newly adopted child. In the next article in this series, I will examine the varying shapes of these policies, as shared with me by professors who responded to a query I posted on H-Net.

Like American workers at large, college professors face difficult choices when it comes to family and job responsibili-

ties. The tenure system makes these decisions particularly difficult. The online version of *The Chronicle of Higher Education* recently published columns by Jeanne S. Zaino, assistant professor of political science at Iona College, who decided to forego maternity leave for fear of slowing her progress towards tenure. As her columns explain, her decision reflected the influence of an article published in Nov./Dec. 2002 by *Academe*, the magazine of the American Association of University Professors (AAUP). "Do Babies Matter?" used survey data to show that parenting responsibilities play a major part in the "consistent gaps in tenure and salary" between men and women in academia. In Nov. 2001, the AAUP approved a "Statement of Principles on Family Responsibilities and Academic Work" in an earlier effort to address this crisis. In the final article in this series, I will describe how individuals at various universities have worked for the more progressive policies called for by this document.

Historians may someday see



Maureen Reed, Patrick Walsh, and their son, Eamon Reed Walsh

our current era as one of major setbacks for "women's work" and American families. As the national controversies regarding both FMLA and paid family leave indicate, recent economic downturns have made advances in family-friendly workplace policies all the more precarious. Colleges and universities will not be immune from budgetary decisions that prioritize the bottom line over commitment to people who hope, to borrow Schroeder's words, to be both good employees and good family members. The work CCWH members do as teachers and administrators provides us with an opportunity to call attention to these "bottom-line" decisions—and to do what we can to reverse them.

PUBLIC HISTORY NEWS

BY MARLA MILLER

The theme of this issue's column is conferences, past and future. As I write this, I'm not yet unpacked from the excellent annual meeting of the National Council of Public History held April 24-27 in Houston, Texas. Over 200 historians gathered to discuss current trends and challenges in both the practice and teaching of public history. Pre-conference workshops surveyed the National Register of Historic Places program, with particular attention to the "more than 50 years old" rule as well as issues raised by standards of architectural integrity, introduced newcomers to "Careers in Public History," and provided an overview and review of oral history techniques. Some 150 papers and posters over the next three days explored everything from "Oral Histories of the African-American Experience in the Korean War" to "Digital Repatriation and the Development of a National Virtual Museum of the American Indian" to "Contested Memories of Community Violence: The 1898 Centennial in Wilmington, North Carolina."

I chose to attend sessions that would inform the consulting work I do with museums and historic sites. The highlight of the first such session, "Biography and the Interpretation of Presidential Homes," presented the interpretive challenges faced by the Warren G. Harding house in Marion, Ohio. As presenters Philip Payne and Katherine Sibley explained, Harding, associated with both political and sexual scandal, routinely ranks dead last when historians assess presidential administrations, while Florence Harding outranks only Nancy Reagan and Mary Todd Lincoln on similar lists assessing the careers of first ladies. But the site found it had something important to offer when "presidential character" became a subject of national conversa-

tion, particularly following the Clinton-Lewinsky episode. Another session exploring "Challenges of Interpretation at Historic House Museums" included Loyola University graduate student Lori Osborne's fascinating discussion of the Francis Willard house, and how public understanding of Willard's public life is shaped by its interpretation in this domestic setting.

Two sessions introduced participants to the issues involved in contract and corporate history. University of Houston professor Joe Pratt led a lively discussion of corporate histories in which the audience learned how to navigate the shoals of this business. Barriers to better corporate history include historians' difficulty acclimating to a corporate culture of deadlines and monthly reports; corporations' preference for comprehensive histories, as opposed to historians' preference for thematic approaches; and the lack of historians with the skills both to analyze business practices and to write about them in an engaging way. Other difficulties emerged as the presenters recounted the effects of the new economy on their work: executives who conceive of a project, and leave the firm; high turnover, at the cost of institutional memory; and the vanishing of one's subjects of study as they are absorbed in mergers or simply go out of business. A second panel, chaired by preservationist and consultant Judith Wellman, was designed to educate prospective consultants, and tackled more nuts-and-bolts questions about training, professional support, fees and contracts. Wellman, who is now developing a consulting practice, is planning to organize a half-day workshop on the business end of this work at next year's NCPH meeting.

A theme that emerged over the course of the weekend, un-

surprisingly, was the various approaches unfolding to the commemoration and interpretation of September 11th. Marty Blatt of the Boston National Historic Park chaired a session on the National Park Service and 9-11, while James Gardner of the National Museum of American History led a panel exploring "September 11 and the Role of Institutions." Several provocative, even disturbing papers – inflected, too, by an early session on the NPS reinterpretation of Civil War battlefields, an effort to transform memorial spaces into more analytical places – together probed the larger contours and limits of efforts to preserve and interpret the oral, material and documentary record of the 9-11 events. This important discussion will, of course, continue to unfold as the memorials in Washington, New York and Shanksville evolve, but it was usefully and thoughtfully considered in Houston.

Throughout the conference there were many opportunities to get out of the hotel and check out the local landscape. Walking tours covered Houston's old sixth ward (the city's oldest intact neighborhood), the East End Historic District (one of the first master-planned communities), and Freedman's Town (Houston's oldest black community), while a bus tour took conferees to George Ranch Historical Park, a living history site set on 23,000 acres of working ranch and farmland. The 900-member NCPH routinely meets jointly with other organizations, including the OAH, and will meet jointly with the American Society for Environmental History next year in Victoria British Columbia (a preview of that conference will appear this space), but this year's stand-alone meeting was especially intimate and friendly. This was my third NCPH meeting, and I was particularly struck by how



Marla Miller, Assistant Professor of History at University of Massachusetts Amherst.

warm and inviting this crew of historians is. I encourage any of you with an interest in Public History to check them out, in person next year in Victoria, or on-line at www.NCPH.org.

Public Historians, however, need not wait a year to seek out others with similar interests. In September, the American Association for State and Local History meets in Providence, Rhode Island. On the next page is a quick preview of one session there, by independent consultant Sandra Krein. Another session that may be of interest to CCWH members is a roundtable that I will myself chair, on community history and professional historians; topics we'll consider include the growing involvement of professionally-trained historians in an emerging local history profession, tensions between the aims of historians and communities, the role of professional standards in community history, and distinctions, both real and imagined, between professional and avocational historians.

WORKING FOR YOU: STATE FIELD SERVICES IN A NEW WORLD

BY SANDRA KREIN

Numerous states across the country are fortunate to have statewide service organizations that offer guidance, training and professional support to small historical societies and museums. In a world filled with economic, political and social change, one constant remains: small historical societies and museums need the resources provided by these service organizations.

From publishing articles about the responsibilities of trustees in light of recent corporate scandals to offering workshop series on engaging new immigrants, field service organizations offer creative methods for meeting the changing challenges of small historical societies and museums. Often programs are created in response to national and global events, such as disaster plan-

ning workshops in response to the events of September 11, 2001 and to global weather changes. At other times, field service organizations assist historical institutions with daily operations and answer questions or provide programming on topics as varied as historic preservation to working with consultants. In all cases, field service organizations strive to help historical agencies maintain a balance with shifting needs and constant needs such as collections care and board development. These organizations serve as a touchstone for historical societies and museums, and provide a valuable network for professionals and volunteers working in isolation or in small offices. They can also serve as the main point of connection between those museum-based professionals and historians working in college

and university settings.

At the September 2003 American Association for State and Local History (AASLH) Annual Meeting in Providence, Rhode Island, a panel of three field service organization professionals will explore how they are responding to the needs of their membership in the panel, "Working for you: State Field Services in a New World." Moderated by Sandra Krein, a museum consultant and President of the Bay State Historical League, the panel will be composed of Patricia L. Miller, the Executive Director of the Illinois Heritage Association; Kristen Petersen, the Executive Director of the Bay State Historical League and Andrew Verhoff, an Historical Agency Consultant for the Ohio Historical Society who works in cooperation with the Ohio As-

sociation of Historical Societies and Museums. These professionals will discuss the ways in which their organizations have tried to meet the needs of their members.

It is apparent that now more than ever the services and often funding provided by field services organizations are crucial to the survival of small historical societies and museum. If you are interested in learning more about field services organizations or would like to share your thoughts with this representation of field service professionals, please contact the American Association for State and Local History for information on the 2003 Annual Meeting in Providence, Rhode Island. You can reach AASLH at 1717 Church Street, Nashville, TN 37203-2991, 615-320-3203 or on-line at www.aaslh.org

ANNOUNCEMENT FROM THE *JOURNAL OF WOMEN'S HISTORY*



The *Journal of Women's History* is proud to announce that Jean Allman and Antoinette Burton, of the University of Illinois, will take over as editors on July 1, 2004. They are committed to foregrounding the historical experience and agency of women across time and space and see the

Journal as a unique place for exploring the many ways in which women have made history. Their own scholarly work has addressed the importance of retaining a focus on women while appreciating the role of gender in various historical contexts. They intend to build upon the

Journal's legacy of feminist historical inquiry by continuing its tradition of sound and innovative scholarship that at once showcases state-of-the-art research in women's and gender history and points to new avenues of historical inquiry.

INTERNATIONAL FEDERATION, CONTINUED FROM PAGE 2

the three previous major international conferences have been published. They include Karen Offen, Ruth Roach Pierson and Jane Rendall, eds., *Writing Women's History: International Perspectives* (London: Macmillan Press, 1991), Nupur Chaudhuri, Beth McAuley, and Pierson, eds., *Nation, Empire, Colony* :

Historicizing Gender and Race (Bloomington: Indiana University Press, 1998), and Patricia Grimshaw, Katie Holmes, and Marilyn Lake, eds., *Women's Rights and Human Rights: International Historical Perspectives* (Basingstoke: Palgrave, 2001).

If you are interested in at-

tending the conference or would like to learn more about the IFRWH and its activities, you can catch an overview of the activities on the web at <http://www.historians.ie/women/Belfast%20conference.htm>. Email inquiries should be directed to history@qub.ac.uk, or one can

write to IFRWH Conference, School of History, Queen's University, Belfast, Belfast BT7 1NN, Northern Ireland, United Kingdom.

SYLLABUS SPOTLIGHT

*In the March 2003 issue of [CCWH Newsletter](#), the editorial team requested innovative and intriguing syllabi. We received four outstanding syllabi. CCWH Executive Director and Professor Jennifer Scanlon and Professors Nancy Gabin, Whitney Walton, and Melinda Zook of Purdue University evaluated the submissions. Professor Beth Salerno's syllabus received the highest ranking. One commentator noted, "Very interesting experiment in comparative women's history." The editorial team would like to thank the fine teachers who submitted syllabi. Please look for our next **Syllabus Spotlight** and send us your favorite syllabus.*

Hi 74 - Comparative Women's History – Fall 2002 Professor Beth Salerno

Course Information: This syllabus and other important information for this course can be found at blackboard.anselm.edu. Paper assignments, web links and other information will be posted there regularly throughout the semester.

Course description: This course will teach students the benefits and pitfalls of doing comparative history, by looking at the history of American, European and African women. The first two weeks will ground students in the language and methods of comparative history. Over the course of the term we will tackle four comparative units, Women in Revolutions, Cultural Interaction, and two chosen by the students from a list provided by the instructor. We will also read an autobiography of a Somali woman in order to practice reading comparatively even when we are only studying one text. Students will leave the course with a solid grasp of the mechanics of comparative history, and an introduction to American, European and African women's history. The primary group of study will be African women, since students are least likely to encounter this material in their other courses.

Work Requirements:

Reading: This course requires an average of 25 pages per class, less in the early weeks of the semester when we are reading scholarly articles, more in the second half when we are reading autobiography. All reading listed on the syllabus must be done prior to class. You are strongly encouraged to practice "active" reading – this means underlining, highlighting, summarizing in the margins, writing yourself notes, bringing one question to every class, etc.

Short Papers: This course includes 3 short papers. The first is a Document Analysis. Each student is required to sign up for and write one paper analyzing a particular primary source or document. Students may locate documents from any source, including document collections or on the web, but should be sure to clearly indicate in their paper the source of their document (see below). The papers should be 2-3 pages, typed and double spaced in a 12 point font with 1" margins. Each paper should spend approximately one page describing the document. Not all of the following questions will be useful for every document, but your paper might address: Who wrote it? When? Why? Was it meant as a public or private document? What does it talk about? What do we know about its context? What impact did it have at the time? Does it have a different meaning now? What biases are evident in it? What information is not included which could or should have been? How does it reflect its time? After presenting the document, the paper should then place the document in the context of the course. How does this document relate to other materials we have read? Does it tell us something that supports or contradicts our reading? Does it fill in a gap in our readings or tell us something that the readings overlooked? What questions does it raise about women's history? What questions does it raise about doing comparisons? Students will undoubtedly find it far easier to find documents related to American women than either European or African. Therefore, I encourage you all to look FIRST for documents related to African women, then European, then American.

Each student should bring to class a sufficient number of copies so that every student can have their own copy of the document. Students will be required to give a 5 minute presentation of the document to the class, addressing the relevant questions above WITHOUT reading the paper out loud.

The other two papers will require you to analyze the readings we are doing for class. Each student is required to sign up for and write two papers analyzing a particular reading. Each paper is due on the day the article you analyze is due to be discussed. The papers should be 3-4 pages, typed and double spaced in a 12 point font with 1" margins. Each paper should spend approximately one page presenting the article's main points, including the thesis, or argument, and the crucial evidence for the argument. This may include a brief summary of the article, but should go beyond summary to present your understanding of the thesis and evidence. One to two pages should place the article in a comparative context. This will be easier to do if you are writing on the second or third article in a series, but even if you are writing on the first article, you can think about the types of questions it raises, the evidence it is based on, the assumptions it makes about the material or about the reader, the type of language it uses, and/or how it relates to the more general materials we read at the beginning of the semester. A third page should raise topics for discussion in class and include specific questions which would enrich our discussion of the article or the topic it presents. The professor may ask you to raise some of these questions or topics in class.

Midterm exam: The midterm exam will have both short answer and essay questions.

Final exam: The final exam will have both short answer and essay questions. It is cumulative.

Class Participation: This is a small class and will not work well if students do not participate in class. This can mean bringing a question that occurred to you while reading, being ready to answer questions or talk with your peers, or being willing to take a chance when asked your opinion about something. It also includes your participation in random, unannounced quizzes. I recognize that some students do not like to talk in class and thus base your class participation grade on both your verbal and your written participation in the class. If you find yourself having a problem participating in class, please come talk to me about it

CCWH GRADUATE STUDENT AWARDS

Application Deadline:

*October 1,
2003*

The Coordinating Council for Women in History and Berkshire Conference of Women Historians are pleased to announce the 13th annual competition for two \$500.00 Graduate Student Awards to assist in the completion of dissertation work. The awards are designed to support either a crucial stage of research or the final year of writing. The CCWH/Berkshire award is for a woman graduate student in a history department in a U.S. institution, and the CCWH/Ida B. Wells award is for a woman graduate student in a U.S. institution in any department, who

is working on a historical topic. Winners will receive support to attend the CCWH Awards Luncheon at the AHA Annual meeting and to participate in the CCWH panel that will feature their work. The application deadline is October 1, 2003. Application forms for both awards are available at the CCWH Website: <http://theccwh.org/awards.htm>. Any questions should be directed via Email or telephone to Professor Ann Le Bar, CCWH Awards Committee Chair: alebar@mail.ewu.edu 509-359-7952.



A MESSAGE FROM CO-PRESIDENT EILEEN BORIS, CONTINUED FROM PAGE 1

world is possible.”

Attendees at the OAH could tour Graceland or the Mississippi Delta, Sun Studio, or the National Civil Rights Museum. A last minute session organized by Historians Against the War dominated late Saturday afternoon’s program (leaving a state of the art session on Reproductive Rights and one on care-work featuring women’s history sparsely attended). But war and talk of war did not blot out everything in their paths.

The luncheon speaker sponsored by the OAH’s Committee on Women asked, “Do Babies Matter?” Mary Ann Mason, Dean of the Graduate School and Professor at the School of Social Welfare at the University of California, Berkeley, reported on “The Effect of Family Formation on the Lifelong Careers of Men and Women Academics.” Though the number of women receiving doctorates has risen sharply since 1966, from 12 to 42% of all degrees, the percentage of tenured women is much the same, way below men. What ac-

counts for women doing less well as ladder-rank faculty and congregating in the status of non-ladder faculty and staff? Using the National Science Foundation sponsored Survey of Doctorate Recipients (SDR) between 1973 and 1999, Mason and her team “tested the theory that the workplace structure does not accommodate families with children.” Babies and their timing do matter: only women who have children late (over five years from their degree) or not at all achieve tenure at a rate similar to men. Of equal significance, many women never get to tenure track jobs in the first place, having more limited options from their child bearing and caring that leave them with more precarious employment. Mason’s policy recommendations are worth considering: to those of the AAUP “leave policies, active service with modified duties, stopping the tenure clock for a maximum of two children” she asks universities to “both provide a part-time track for early child-raising years, with re-entry rights to full-time, and discount ‘resume

gaps.” She further suggests that hiring dual career couples represents a “family friendly policy.” While wishing that all faculty would be tenure-track, she would upgrade non-ladder positions to include full benefits, including family leave, provide long term contracts, and regularize review, participation, and other aspects of the job to make such appointments as close as possible to ladder positions. Finally, she would have universities restructure staff positions to offer greater flexibility for employed parents as well as subsidized child-care and paid family leave. Work and family issues are among those central to the CCWH over the years, no less than the public uses of history and feminist activism in the academy, in scholarship, and in the world.

With state budgets and falling stock prices hitting universities hard, we seem to be entering an era of fewer tenure-track jobs. The baby gap makes a difficult situation more so. The CCWH wants to hear what concerns our members face, from those facing retirement to

those starting out. To this end, I invite those of you attending upcoming professional meetings to get together under our auspices and figure out what you want the CCWH to become for women in the profession as well as for women’s history. As your new co-President, I want to hear from

*The 2004 OAH
Annual Meeting
will be held in
Boston
from March 25-28,
2004 at the
Boston Marriot
Copley Place.*

*Hope to see you
there!*

**COORDINATING COUNCIL FOR WOMEN IN HISTORY
APPLICATION FORM GRADUATE STUDENT AWARD**

CCWH BERKSHIRE CONFERENCE OF WOMEN HISTORIANS AWARD _____

CCWH/ IDA B. WELLS GRADUATE STUDENT AWARD _____

* If you are in a History department, please check both

Deadline: October 1, 2003

Award Announced: December 3, 2003

Name: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Home Phone: (____) _____ Message Phone:(____) _____

Email Address: _____

Dissertation

Title: _____

One paragraph abstract of dissertation proposal:

Date completed qualifying examinations or other rite of passage to A.B.D. status,
with signature of departmental representative:

Date Departmental Representative Signature

CCWH Member: Y () or N ().

(This is for our information only; membership does NOT affect your chances of selection.)

SUBMIT COMPLETED APPLICATIONS (remember that you need 7 copies of most items)

to: Professor Ann Le Bar, Department of History, Eastern Washington University, Patterson Hall 200, Cheney, WA 99004

For Selection Committee Use Only Assigned to:

CONFERENCE ANNOUNCEMENTS

WOMEN AND COUNTRY: RURAL LIFE, LANDSCAPE AND NATION

SATURDAY, 28 JUNE 2003
University of Exeter, Post-graduate Centre, Clydesdale House

This one day conference, organised by the West of England & South Wales Women's History Network, explores the historical relationship of women with 'mother nature'. The papers, presented by established scholars as well as postgraduate students and independent researchers, cover a wide range of historical periods and address different geographical settings. The papers explore the following themes:

- women in defence of 'mother nature'
- women as profiteers of 'mother nature'
- women as modifiers of 'mother nature'
- *-women as victims of 'mother nature'

For a registration form and further information, please contact Mitzi Auchterlonie
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TWELFTH ANNUAL WOMEN'S HISTORY NETWORK CONFERENCE (UK)

Contested Terrains: Gendered Knowledge, Landscapes and Narratives

12, 13 and 14 September 2003 at University of Aberdeen, Scotland. Strands will include Hearth and Home, Travel and Empire, Intellectual and Cultural Terrains, Sexuality, Science, Medicine and Technology, Mapping the Female Body, Space, Socio-Political Sphere, Education, and more. Plenary speakers will be Prof. Joni Seager (University of Vermont) on 'Blaming Women: Coming to Terms with the Global Population-Environment Debates' and Prof. Eileen Yeo (University of Strathclyde) on 'Contested Terrains: Discoveries and Reflec-

tions'. Full details can be found at www.womenshistorynetwork.org or by emailing conference2003@womenshistorynetwork.org

SOCIAL SCIENCE HISTORY ASSOCIATION

All are invited to attend the meeting of the Social Science History Association in Baltimore, Maryland on November 13-16, 2003. The conference will be especially interesting to persons with interests in U.S. women's political history. Confirmed participants at this time include Elisabeth Perry, Melanie Gustafson, Rebecca Edwards, Jean Baker, Paula Baker, Kristi Andersen, Kristie Miller, and others. Details are available at www.ssha.org.

THE THIRD ANNUAL RED RIVER WOMEN'S STUDIES CONFERENCE

Students, Faculty, and Independent Scholars:
Join us for the Third annual Red River Women's Studies Conference

Friday, October 31, 2003,
10:00-3:00, Comstock Memorial Union, MSUM

Panels will include three-four presenters who will speak for 15-18 minutes each. Panels will be chaired by a faculty member or independent scholar, who in some cases proposed the panel topic. Once the panels are set, please look for a call for individual paper proposals beginning in June 2003.

The paper deadline will be September 25th.

Minnesota State University Moorhead Women's Studies Program is pleased to serve as host.

For more info:
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NEWS FROM CCWH MEMBERS

Carla Gardina Pestana recently accepted the W.E. Smith Chair at Miami University (Oxford, Ohio). Her book, "The English Atlantic in an Age of Revolution, 1640-1661," is forthcoming (2004) from Harvard University Press.

The editorial team of the CCWH Newsletter welcomes news from CCWH members. What exciting projects are you working on? Were you promoted? Did you publish an article or book? Please send information to Karol Weaver at kweaver@sla.purdue.edu. We can't wait to hear from you!



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415-543-IMOW
info@imow.org
www.imow.org

New Jersey Women's History

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